WHERE · WE · LIVE

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A · HOME · GEOGRAPHY

EMILIE V. JACOBS

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WHERE WE LIVE

A HOME GEOGRAPHY

BY

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Philadelphia

PHILADELPHIA

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124 North Eighteenth Street

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FOREWORD

Once upon a time as four blind men sat by the roadside they heard the tramp of an elephant's feet, and said one to another, "Here comes an elephant; now we shall know what he is like." The first blind man put out his hand and touched the elephant's broad side. The second took hold of a leg. The third grasped a tusk, and the fourth clutched the animal's tail.

"Now do you know what an elephant looks like?" asked a friend.

"Yes," cried the first. "The elephant is broad and flat like a barn door."

"What!" exclaimed the second. "The elephant is big and round like the trunk of a tree."

"Not so!" cried the third. "The elephant is hard and smooth like a polished stone."

"What are you all talking about?" cried the fourth. "The elephant is just like a piece of rope."

Much so-called teaching of geography leads to just such incomplete and fantastic ideas about geographical concepts. Very many children have only vague, incomplete and incorrect conceptions of the things they see. Like these physically and mentally blind men we are too often satisfied with mere wordy descriptions of subjects when we might study the subject at first hand if we would.

This little book is intended to prevent the giving of information by description, but to suggest ways of directing attention to those things which lie within reach of the child's senses, things which he might pass by, things which are needed now to stimulate an intelligent interest in his surroundings, things which are needed later for an appreciation and enjoyment of his study of the larger facts and concepts of geography. If the larger geographical concepts are to have accuracy and richness for the child he must have his attention directed to his surroundings. The trite expression

"from the known to the unknown" is good pedagogy, but there must be a "known" on which to build.

The book is based upon the author's actual experience in the class-room studying the children at their geography tasks. It has been her experience that the efforts of the teachers to build broad geographical concepts were of no avail because the pupils did not have accurate intimate knowledge of the necessary home geography upon which to build. To correct this defect she set about collecting and classifying the necessary material. With the use of this material she not only found that the class teachers had much less difficulty in presenting the study of the earth as a whole, but that an interest beyond all expectation was apparent in the children.

The following pages are valuable more on account of the things they suggest than upon any geographical facts which they incidentally present. The book is not a text-book on geography; it is a compendium of suggestion on the study of the subject. It makes little effort to present facts, but rather it tells how to gather, classify and study facts. It is intended to be used with children during the age when they especially delight in the making of collections, and is intended to turn to a definite use this childish instinct.

Map study is based entirely upon the child's experiences as he makes plans of his schoolroom, schoolhouse, streets and city. The suggestions regarding the study of things foreign to the child are based entirely upon his experience in the study of the types with which he has become familiar in his study of his surroundings.

Milton C. Cooper,
Superintendent of District Nine, Philadelphia.

INTRODUCTION

Geographical knowledge should progress from the known to the unknown, from the familiar to the unfamiliar. The world is the home of mankind. We can best understand the larger world by a preliminary consideration of our own small intimate home. We therefore begin to study geography with an account of the child's immediate environment. The school stands for the common home of the class. From the school we gradually widen out our teaching to include the surrounding streets and buildings, and finally the whole city.

We study the various types of people whom we meet in our city, and the industries in which they engage in their efforts to obtain the three main necessities of human life,—food, clothing and shelter. The animals and plants sharing the world with man and contributing to his sustenance next focus our attention.

The home city has peculiar physiographical features distinguishing it from other cities and influencing the life of its inhabitants. The land and water divisions in the immediate environment are studied as types, while those not closely related to our home are reserved for consideration as each one occurs in its local geographical place in the course of study.

We must know something of direction in order to conveniently locate the streets, buildings and physiographical features near our home. Finally, we will try to realize the great size of the earth, of which our home is but a small portion, by a consideration of the relationship of our city to the rest of the world and to some of this world's great diversities.

As geography is a study of cause and effect, the early lessons should be mainly oral. Later, in order to obtain a broad knowledge of geographical data, not one but many books should be read. This little book aims to serve as a bridge between the oral lesson and the descriptive text-book. The presentation of many questions leads the pupil to think out cause and effect, and to connect his present knowledge with the realm of the unknown. Special care has been exercised to present facts only when facts are abso-

lutely necessary, and only after allowing the pupil the opportunity to first exercise his own reasoning faculties in obtaining the information.

The excursion is an essential part of every geography course, and every effort should be made to use this effective means of teaching.

Four types of valuable exercises may be suggested in the use of this book:

1. The pupils may read the questions orally and give the answers orally.
2. They may read the questions silently, answering them orally.
3. They may read the questions orally and write the answers.
4. Finally, they may silently read the questions and write the answers.

All definitions have been carefully avoided as tending to hamper the free acquisition of ideas.

PART I

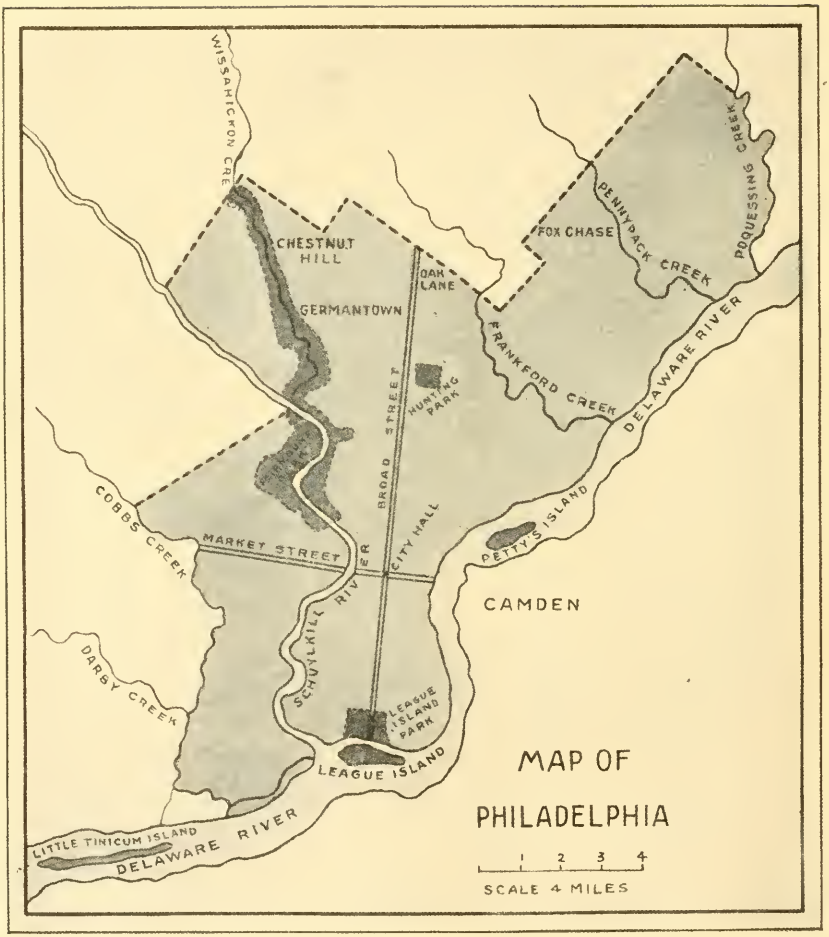
TOPICS

1. The School.
2. The Streets.
3. The Buildings.
4. The City as a Whole.
5. The People.
6. The Industries.
7. The Animals and Plants.
8. Transportation and Communication.
9. The Physiography of the City.
10. Direction.

PART II

1. The Earth as a Whole.
2. The Seasons.
3. The Climatic Zones.
4. North America.

PART ONE


WISSAHICKON CRE
CHESTNUT HILL
GERMANTOWN
OAK LANE
FOX CHASE
PENNYPACK CREEK
POQUESSING CREEK
FRANKFORD CREEK
DELAWARE RIVER
HUNTING PARK
BROAD STREET
COBBS CREEK
MARKET STREET
SCHUYLKILL RIVER
CITY HALL
PETTYS ISLAND
CAMDEN
DARBY CREEK
LEAGUE ISLAND PARK
LEAGUE ISLAND
LITTLE TINICUM ISLAND
DELAWARE RIVER
MAP OF
PHILADELPHIA
1 2 3 4
SCALE 4 MILES

CHAPTER I

OUR SCHOOL

1

What is the name of our school?
Where have you seen this name?

A CITY SCHOOL.

Why was this name given to our school?
On what streets does our school stand?
How long have you been attending this school?
See how much you have noticed as you came here each day. Tell what you can remember of the dif-

ferent parts of the building which can be seen from the street. Describe each of the following parts:

Walls	Roof
Windows	Chimneys
Doors	Fire-escape

2

As you look at the school from the outside what materials do you see that the builders have used? Where have they needed stone, slate, glass, tin, iron, steel, wood?

Now let us think of the garden and playground. Tell about the different parts and the materials that have been used in making them.

What great numbers of workmen were needed before a school like ours could be built! Who procured the stone and the slate? Whose work was needed to obtain the iron, the steel and the tin? Who made the glass? Which workmen shall we thank for the wood?

Can you think how the bare lot looked before the school was built? Many men with shovels and pick-axes dug out the foundation, and numbers of horses and wagons were needed to carry out the earth. Then came the builders. How were so many materials brought here?

3

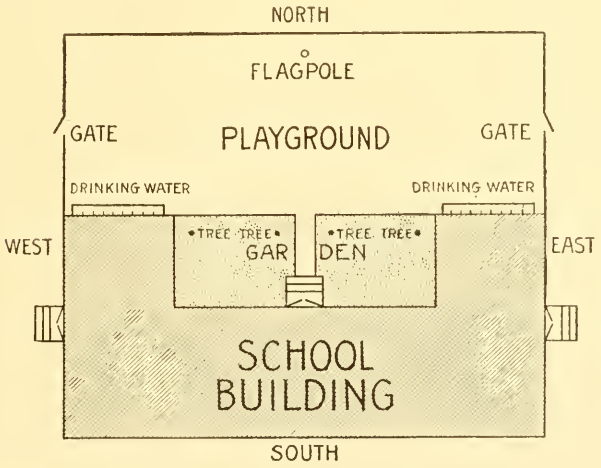
1. We will go outdoors together and look at the school building.

2. We will stand north of the school, south, east and west of it. Notice the position of the parts, their number, shape, size and color.

3. As we stand at each side, see whether there are any parts which you never noticed before or any parts which we forgot to mention yesterday.

4

Look at this drawing of a school building and grounds. It is called a plan. Before any school or



church or home is built a plan must be drawn. This is to show the workmen what to do. See how much of the ground is used for the building. Find the garden. What are in the garden? Which is larger, the garden or the playground? What shape is the

playground? How many doors are there to the building? In how many ways can you get into the playground?

Try to draw a plan of your school building and yard, showing the gates, the flagpole, the drinking fountains and any other parts you think of. Show which door you use most.

Note to the Teacher.—The pupils should draw the plan upon paper while the teacher draws it upon the blackboard. Infinite care should be exercised to invest every line with its full meaning. Upon the proper interpretation of this first plan will depend much of the pupil's future ability to correctly read a map as the representation of a reality.

5

THE INSIDE OF THE SCHOOL

As you walk from the school-gate up to your room what do you see? Tell all that you have noticed in the corridors, on the staircases, in the cloak-rooms and the class-rooms.

6

We will go on a little excursion through the school today, walking along all of the corridors and upon all of the staircases. Look especially to see anything that you never saw before, and notice anything that you forgot to mention in yesterday's description.

7

Answer the following questions:

1. How many stories high is our school?
2. How many class-rooms are on each floor?

3. How many other rooms are on each floor?

4. How many staircases does our school have?

5. What materials have been used in building the staircases?

6. What can be seen in the corridor nearest your room?

7. By how many doorways can the children leave the building?

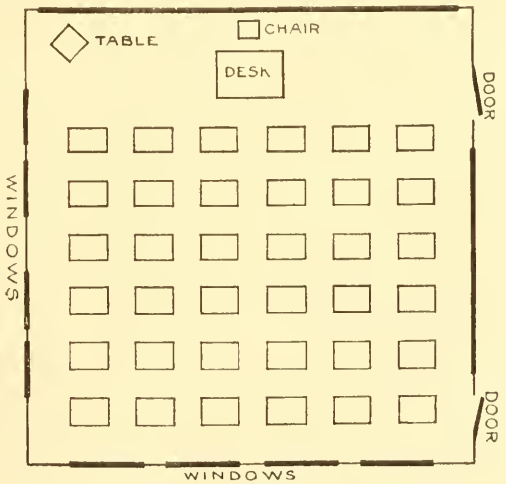
8. How is your school heated and ventilated?

8

Describe everything that you can see in your class-room.

9

Look at this plan of a school-room. See if you can draw a plan of *your* school-room.



PLAN OF SCHOOL ROOM

10

Make a list of all the materials that have been used in building the inside of your school. Remember all of the following parts:

Floors	Windows	Corridor furnishings
Ceilings	Doors	Class-room furnishings
Walls	Staircases	

Now write a list of the kinds of workmen who gathered together these materials. Name as many of the kinds of workmen as you can think of who were engaged on the inside work of the building.

11

Write a letter to anyone whom you know who lives outside of our city. Tell all about our fine school building and the good workmen by whom it was planned and built.

CHAPTER II

THE STREETS

1

On what streets does your school stand?

On what street do you live?

What streets do you pass on your way home?

What do you think is the finest street that you have ever seen in your city? What makes that so good a street?

Name a poor street. What could be done to improve it?

2

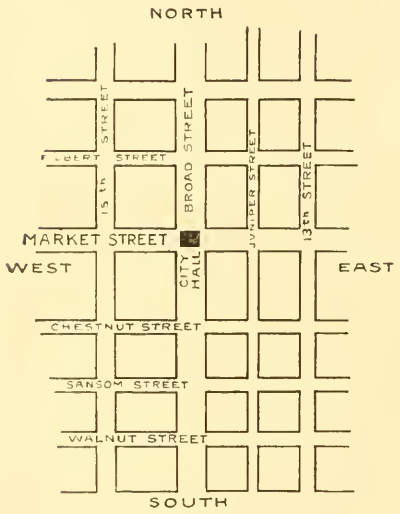
Why do we have streets? Can you think of any place where people live where there are no streets?

Look at the country picture shown on page 19. How pretty it is! When would it be pleasant to walk there? When would it not be so pleasant? Why? What must be done to a road to make it into a good street? Tell what you can of the different ways of paving, lighting and draining a street, and of the different kinds of name-signs you have seen.

Now what can be done to make a street beautiful and pleasant in warm weather?

How can boys and girls help to keep the streets pleasant?

Here is a plan of some of the streets in our city.



PLAN OF CITY STREETS.

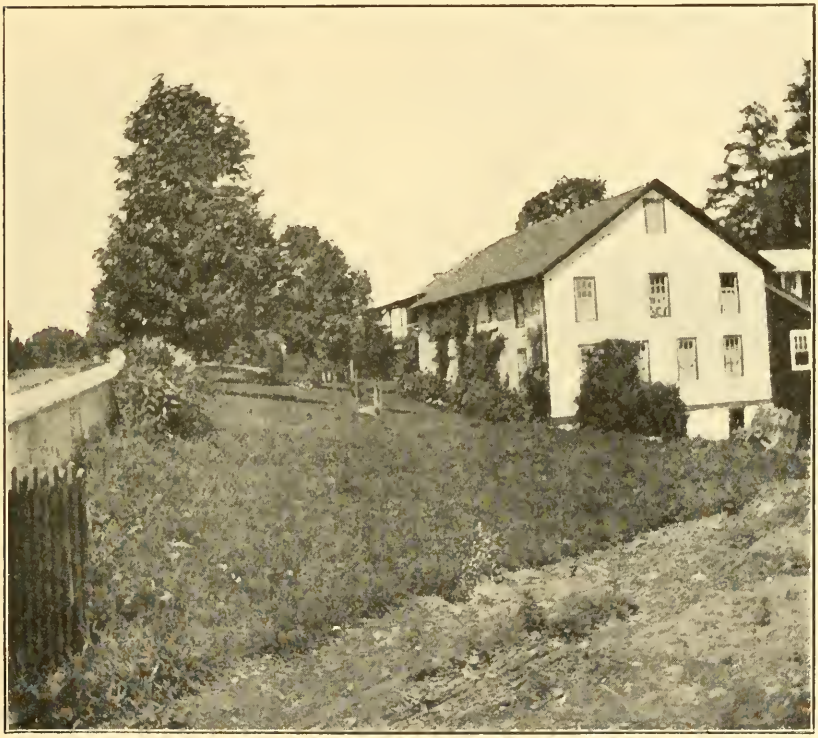
3

Draw the shape of the school lot. Now show the streets that the school stands upon. Now draw one street beyond each of those streets, and then another street beyond each one again. If you have not yet drawn the street where you live, keep on drawing streets till you come to your street. Place a little cross to show your home. With your pencil start from your house and make a dotted line to show how you come to school.

4

On your plan of the neighborhood place a circle to show the grocery store or bakery that you pass on your way to school. Make a large dot to show the nearest drug store to school, and with a dotted line explain how you would go there from school if your teacher sent you for a stamp. Make a circle with a

cross in it to show where there is a church, a bank, a factory, or any other important building near your school. If there is a railroad near, show it upon your plan.



A COUNTRY HOME.

5

Many of the streets in Philadelphia are named after trees. That is because William Penn, the

founder of our city, loved trees, and wanted the streets to have their names. Tell some of these old names.

Broad Street is one of the longest, finest streets in the world. It runs as straight as your ruler for many

NORTH BROAD STREET.

(Copyright, 1911, William H. Rau, Philadelphia.)

miles right through almost the entire length of the city, and is paved with asphalt the whole way. Why is it called Broad Street?

Get as many pictures of the Philadelphia streets as you can and paste them in your note book with the plan of the streets you drew.

Market Street is another very fine street. It crosses Broad Street at right angles. It is the great business street of the city. On it are many fine stores. Name some of them. Cars run along the double line of tracks on Market Street.

CHAPTER III

THE BUILDINGS

1

What kinds of buildings do you pass on your way to school? Write a list of all the kinds of buildings that you have ever seen.

Copy the list of buildings given below and place a cross beside each kind that you have seen. Tell something about each, where you saw it, of what it was built, or for what it was used:

Residence	Factory	Hospital
School	Museum	Government building
Church	Library	Car barn
Store	Bank	Railroad station
	Office	

Look at these pictures and tell for what each building is used. How do you know?

2

Write a list of any important buildings you know of in our city. Find the picture of City Hall. How did you know it?

City Hall stands where the two main streets of Philadelphia cross, Broad Street and Market Street.

SOUTH BROAD STREET.

It is built of granite and marble, and is the largest building in America. Far up near the top of the great tower, which is one of the highest in the world, is an enormous clock with a dial twenty feet across.

The huge bronze statue of William Penn, standing at the top of the tower, is six times as tall as a large man. You can ride in an elevator way up into the tower and look out in all directions to the great beautiful city stretching away on all sides. You can see the Delaware and the Schuylkill Rivers. In City Hall are the offices of the Mayor, of the Superintendents of Police and the Fire Department, and many others.

Look at pictures of our three railroad stations. They are among the finest in the world. We have three great railroads running into Philadelphia, and these pictures show the terminal or end stations.

3

Philadelphia has some of the most interesting, largest, and most beautiful buildings in the whole world. Look at these three pictures. They show buildings that thousands of people from all over the world visit during each year. Some of the visitors come hundreds of miles to Philadelphia. Would you not like to see these places too? How far would you have to go for the visit? Try to see one each Saturday till you have seen them all.

Independence Hall is a very old building. Although it is more than one hundred and fifty years old, it was built so well and has been so well cared for that it is still very beautiful and in good condi-

INDEPENDENCE HALL.

tion. Of what is it mainly built? How will you know this building when you see it?

The men that signed the Declaration of Independence met in Independence Hall. There you may see the old Liberty Bell which we all love because it rang out to tell the people that our country was free from England. You will see many other interesting things when you visit this old building, which used to be called the State House.

All of the money used in the United States is made in a *United States Mint*. There are four of

these mints, and we have one in Philadelphia. What a magnificent building it is! It is made of granite. In it you can see the big bricks of gold and silver

THE UNITED STATES MINT AT PHILADELPHIA.

which will be made into dollars. You can see the big coining machines and counting machines. Thousands of coins are made every day.

Girard College has many buildings in a beautiful park surrounded by a high wall. The main building is one of the most beautiful in this country. Poor orphan boys are here educated and given a good home. Stephen Girard, who lived long ago when George Washington was alive, left enough money to

build these fine buildings and to pay for the food, clothing and teaching of all of these boys. Thousands of poor boys have thus been benefited through the goodness and generosity of Stephen Girard. What kind of man do you think he was?

4

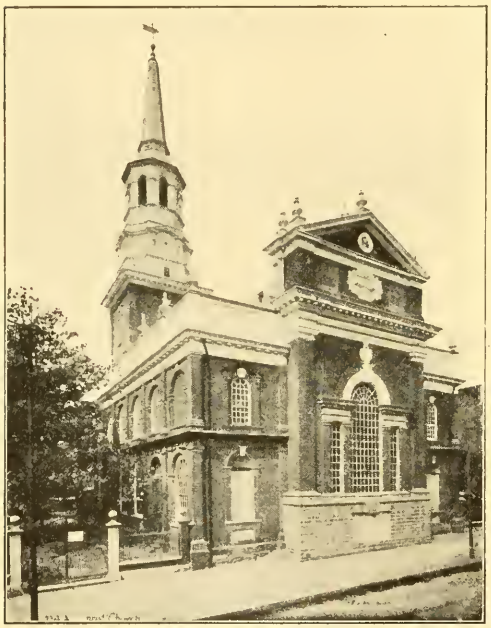
There are over eighty parks and squares belonging to our city. Some are large and some are small.

MAIN BUILDING—GIRARD COLLEGE.

When the park is about the size of a city square it is called a square. Which have you visited? What did you see? What did you do when you were there?

When we visit one of our parks we should remember that it belongs to us, for it belongs to the people of Philadelphia. Do you not like to have the things that belong to you as good, as useful and as beauti-

ful as possible? Do you want your home to look sweet and clean and comfortable, or dirty, careless and unpleasant? Do you want your clothing to be strong, neat and pretty, or torn and dirty? We should all take pride in having the things we own just as good as possible. When you are in the street, the school, any public building, or in a park, say to yourself, "This is mine." Then look around and see whether you like the way it looks. Think if there is any way in which you can help to keep it looking well or make it look even better.



CHRIST CHURCH.

How can boys and girls help keep a park beautiful as regards the grass, the paths, the flower beds, the trees, the buildings? Where does the money come from which pays the caretakers of the park?

Some people visit the park only in spring, summer

or autumn. Everyone knows how delightful it is in those seasons. Many do not know how beautiful the bare trees look in winter with their gray or brown branches. There is no more exquisite sight in the world than to see these trees coated with glistening ice out to the tiniest twig, or to see them ridged with

WINTER SCENE IN FAIRMOUNT PARK.

pearly white snow. It is a merry sight, too, to see the jolly coasters.

Fairmount Park is the largest and most beautiful city park in our country, and there is only one other as large in the whole world. It includes many miles of beautiful country, with hills and grassy fields, flower beds and magnificent trees. There are many

splendid drives and paths, and a trolley line running through it. There are statues of great men like Washington and Lincoln. There are interesting buildings, too. These are some of them:

Zoological Gardens	William Penn's house
Horticultural Hall	Mansions
Memorial Hall	Boat-houses

Which have you visited? Tell something that is beautiful about them, and what they are used for.

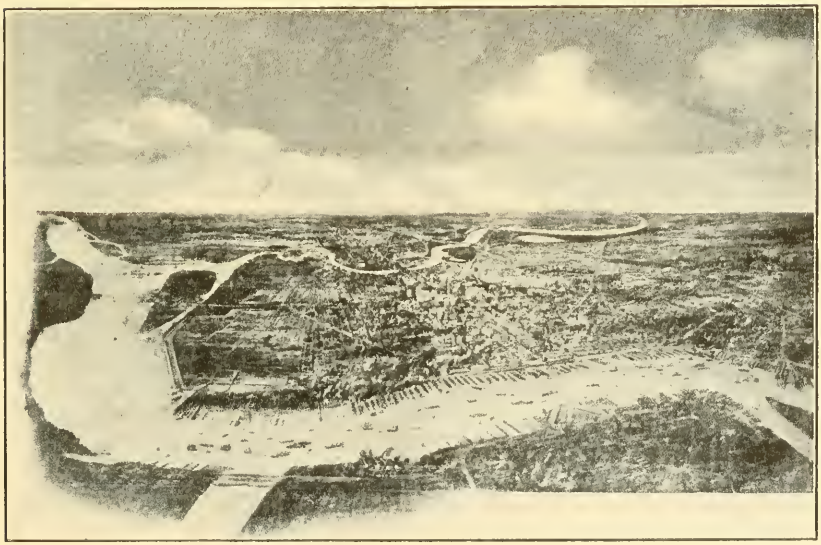
CHAPTER IV

THE CITY AS A WHOLE

1

THINK of the pictures that you saw with the exhibition lantern yesterday.

1. What rivers did you see?



BIRD'S-EYE VIEW OF PHILADELPHIA.

2. Which buildings did you think were very beautiful?

3. What was each used for?

4. What have we in our city that does much good for the people?

5. Which of the places that were shown in the pictures have you ever visited?

6. What places would you like to visit?

2

PREPARATION FOR A TRIP TO SOME OBSERVATORY, TOWER OR ROOF-GARDEN FROM WHICH AN EXTENSIVE VIEW OF THE CITY CAN BE SEEN

What place shall we visit? Why? Draw a plan to include the school and the place to be visited.

How many blocks must we go? Shall we ride or walk? In what directions shall we go?

When we are up high we can look over the city. First, we will try to find our school. In what direction shall we need to face? Then let us notice what lies between us and our school. See if you can find any parks or large buildings which you know. Try to find the street upon which your home stands. Then we shall look beyond our school for any familiar buildings or parks, and look for your street if you did not see it before. Notice how far the city stretches and try to see what cuts it off or bounds it.

Next we shall turn and look in the opposite direction. What direction will that be? Find any familiar places. How can you know which are homes, schools, churches or factories? See how far the city extends and what cuts off or bounds it on this side.

In what other directions shall we look? Again we shall notice the familiar and unfamiliar places and the city boundaries.

3

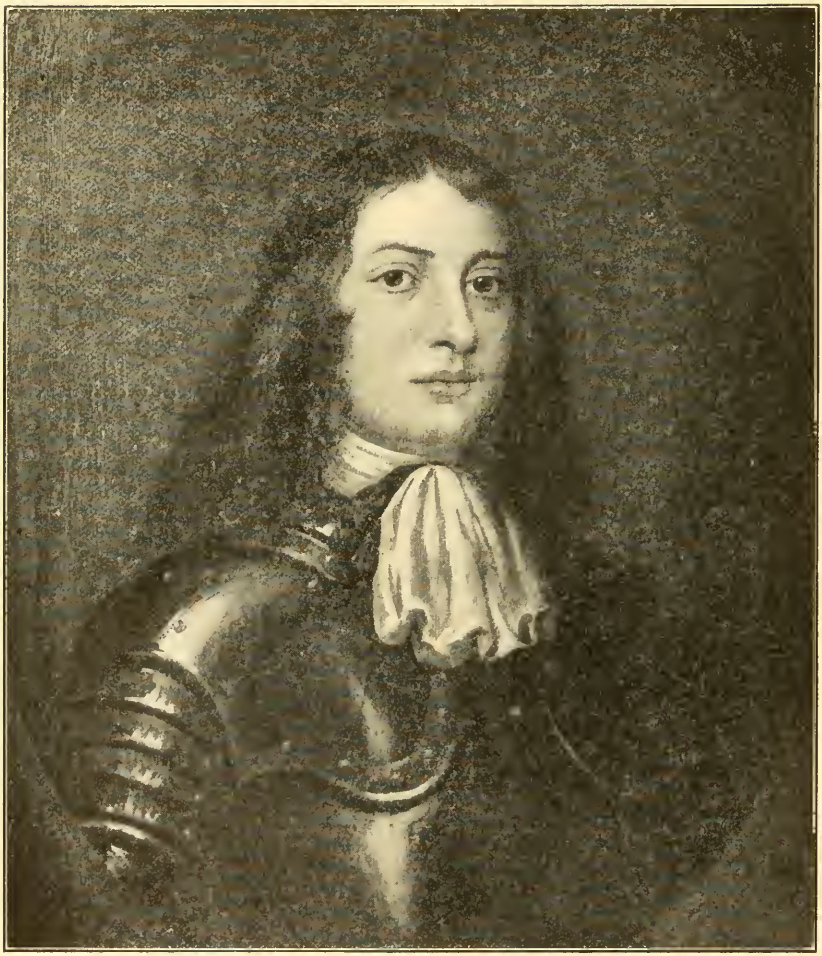
THE TRIP

4

Was the view of the city like what you expected? What surprised you? What did we see most of? Make a list of all the places you remember seeing. Think of each view separately; north, south, east and west. Tell of anything you saw as you looked in each direction. Why could we see so much? How could we see even farther?

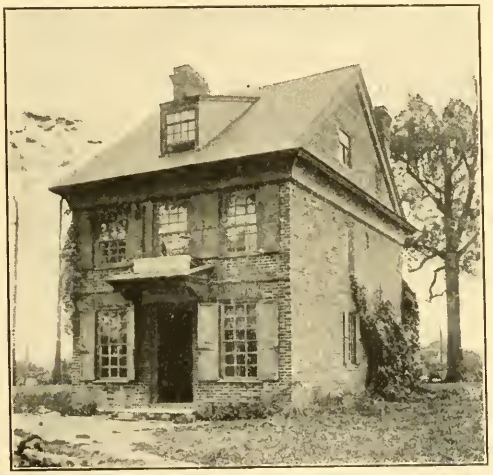
5

Philadelphia is one of the great cities of the world. It is called "The City of Homes." Can you tell why? Over one and one-half million people live here. William Penn founded Philadelphia. He planned to have a pleasant country town. How surprised he would be if he could see how great the city has become to-day. It is hard for us to believe that two hundred and fifty years ago there were no houses, churches, schools or even streets. All this land was wild country, mostly woods. When William Penn came and began to plan the city he gave it the beautiful name "Philadelphia," which means "brotherly



WILLIAM PENN IN YOUNG MANHOOD.

love." All the people of Philadelphia should try to make this a real city of brotherly love by treating all of the people living here with kindness, just as if we were all brothers and sisters. If we are true to the good name of our dear city we will be kind and fair



WILLIAM PENN'S HOUSE.

to all, rich and poor, American and foreigner, white and colored people. That is one way of showing our thankfulness for our splendid city.

CHAPTER V

THE PEOPLE

1

Think of the thousands of houses which you saw as you looked over the city. There are people living in nearly all of those houses. Just think of the thousands and thousands of people who live in Philadelphia. There are more than a million and a half. How many people go to your school? There are about two hundred and fifty schools in Philadelphia, and nearly two hundred thousand school children.

Most of these people look much alike, but some are very different in appearance. Name some of the different kinds of people whom you have seen. How do you distinguish a negro and Chinaman or Mongolian from a white person or Caucasian? Tell about their hair, skin or any other peculiar features.

Each kind of people is called a race. The pictures show some of the races we see in Philadelphia, Caucasian, Mongolian and negro. The Chinese and Japanese are called Mongolians.

2

THE INDIANS

The Indians lived at this place which we now call Philadelphia long before there were any white people here or any city. Where these hundreds of buildings

stand there was wild country, fields and woods. Under the trees stood the Indian wigwams made of skins and branches. After William Penn landed with

AN INDIAN FAMILY.

his companions he began at once to make friends with the Indians. As the red men were living upon the land, Penn thought that it was only fair and honest to buy from them the land that the English people wanted for their homes. The Indians could not use money, so he gave them blankets and other presents

which pleased them very much. The Indians promised William Penn to live in peace with the white men and they kept their promise for many years.

INDIAN CHIEF.

Most of the white settlers who came in those early days to other parts of our land did not act in this noble way. When they wanted land on which to build their homes they drove the Indians away, killing many of them. Thus these unjustly treated Indians became the enemies of the white men, and often treated them very cruelly in return. Let us remember that the Indians were the first owners of this land of ours and that they should be treated as William Penn showed us, with kindness and justice.

Those wild Indians of long ago had many noble traits. They were strong and brave and fearless.

Read in some of your school books about Indians and their homes.

3

THE NEGROES

There were no negroes in this country till many years after Columbus and the other white men began to settle here. Some white men went far across the sea to Africa. They stole the negroes away from their homes, carried them to their ships and sailed back to this country. Then these white men sold the negroes to other men for money. The poor colored men had to work terribly hard as slaves and received no pay for their work. At last they were freed by Abraham Lincoln and others who helped him.

NEGRO.

The negroes have much that is fine in their character. Even when they were slaves they often grew to love their masters so dearly that they would do anything in the world, even give up their lives, for their masters. The negroes have been treated with frightful cruelty by many of the white people, and yet those colored people have been wonderfully patient

and cheerful through all of the hard times. We should always remember that God made the negro as well as the white man. The colored boy could not choose his skin and hair any more than you could choose yours. Fair-minded people will try to be honest, kind and just to the negroes.

CHINESE MANDARIN AND SERVANT.

4

THE CHINESE

Many Chinamen have come to our country from their distant homes in China. Their country is so crowded, and it is so hard to earn a living there, that most of the people are very poor.

The Chinese living in our country are peaceful and quiet. They work very hard in their laundries and other places of business; yet there are many white people so cruel and thoughtless as to ridicule a Chinaman whenever they see one. These white people should remember that God made the China-

man and that he is a stranger here in our country. Is it not even worse to ill-treat a stranger than one who is at home? The color of our skin and hair is not very important. It matters far more whether we are honest, loving, industrious and fair-minded. The negro, Indian and Chinese boys or girls are just as good as white boys or girls if they try to do what is right.

CHAPTER VI

INDUSTRIES AND OCCUPATIONS

1

Which members of your family work? Why do they work? For what is the money they earn spent? Think which of these things are absolutely necessary to keep us alive.

We all need *food.*

We all need *clothing.*

We all need *homes or shelter.*

Without these provisions we should die.

How do we get our food, our clothing and our homes? How did people get them when there were no stores and no money? Do you know of any people who were compelled to get things in this way?

In a school reader, read about how primitive people lived.

2

THE SOIL

We have two kinds of food, vegetable food, which grows from the ground, and animal food. Name some foods of each kind. All plants grow out of the earth or soil. The soil is necessary to produce our animal food also. The meat we eat comes from sheep, cows, chickens and other animals. These animals all live on vegetable food. Without good soil

there would be no grass nor hay. No grass would mean no food for cows and sheep. So we see that all of our food really comes from the soil.

Our clothing, too, is dependent upon the soil. The cotton plant grows up out of the ground. The wool comes from the sheep, which eats grass which grows from the ground.

Even our homes could not be built without products from the earth or soil. Think how much wood is used in the construction of a house. The trees which grow in the soil give us all the wood. Much iron, steel, copper, brass and nickel are used in our homes. Stones and bricks form part of many houses. All of these things come out of the earth. What a wonderful thing is the soil! Out of it come our food, our clothing and our shelter!

In one of your books read the wonderful story of how we obtain a loaf of bread.

3

Write a list of all the kinds of work you can think of which are done in Philadelphia.

Place a number 1 beside all of those which may be called *weaving*. Place a number 2 beside all which may be called *manufacturing clothing*. Place a number 3 beside all which are the *manufacture of furniture*. Mark the *manufacture of foods* number 4. Mark *shipbuilding* number 5, *locomotive building* number 6,

printing and book-making number 7, *iron and steel work* number 8.

Write a list of these eight leading industries of Philadelphia.

4

We will go to-morrow to visit a factory in which some food or clothing is manufactured. Look at the map of the city. Find your school. Find the factory. How far will we go and in what direction? What is the name of the place we will visit? Notice all of the things made there. Try to remember all of the materials needed at the factory, and find out where these materials come from. Try to remember just how the articles are made. Find out what will be done with the things that are manufactured. Notice the number and kinds of machines used. See how many workmen are employed.

5

AFTER THE TRIP

Write a letter to a friend in another class telling all about your visit. Mention these points:

1. Where you went.
2. What was made.
3. How it was made.
4. The materials used.
5. The machinery.
6. The workmen.

7. The usefulness of the factory.
8. The care and skill of the workmen.
9. Anything else interesting about the trip.

6

Philadelphia is the greatest workshop in the world. There are more workmen here that do fine, careful work than in any other city. Some of the goods manufactured in our city are sent thousands of miles away to other people who need them. Among the many things made in Philadelphia in very large quantities are locomotives, street cars, iron and steel work, carpets, oil cloth, saws, curtains, shoes, stockings, underwear, felt hats.

Read about the manufacture of the articles which you saw being made at the factory.

7

There are many workers in our city who do not make things with their hands. Most of their work is done with their minds, though, of course, their hands help too. Name some of these. What kind of work does each of the following do?

Teacher	Lawyer	Minister
Doctor	Author	Banker

CHAPTER VII

ANIMALS AND PLANTS

1

There are many other living creatures in the city beside people. Write a list of all the kinds of animals you have ever seen in Philadelphia.

AMERICAN BUFFALO.

Some of these animals live near the homes of men. They are tame. Men take care of them and see that they get food. Many of these animals are very useful to us. Write a list of these tame animals. At the top of the list write *Domestic Animals.* Of what use

is each of the following animals when alive? Which are useful after they are killed? Of what use to man is each one?

Horse	Pig	Chicken
Cow	Dog	Duck
Sheep	Cat	Pigeon.

Read about how our meat is supplied to us.

2

Write a list of all the wild animals you have seen in or near Philadelphia. Where did you see them? How were they prevented from harming people? Where was the natural home of these animals? How did they get their food? How do they now get their food?

RACCOON.

Some of these animals so closely resemble the domestic animals that they are said to belong to the same family. Read the names of the animals belonging to the same family and tell in what way they resemble each other. Tell which are domestic and which are wild.

THE CAT FAMILY

Cat Lion Tiger Leopard

TIGER.

THE DOG FAMILY

Dog Fox Wolf

THE HORSE FAMILY

Horse Zebra

THE COW FAMILY

Cow Buffalo

Describe some of these wild animals:

Elephant
Squirrel
Bear
Fox
Wolf
Deer

There are also many fish, birds and insects.

Paste in your notebook any pictures of animals.

LEOPARD.

3

Take a trip to the Zoological Gardens and see these animals.

4

Which domestic or wild animals are useful to us in obtaining food, clothing and shelter?

5

PLANTS

We cannot live without food, clothing and shelter. Let us see how plants help us to obtain these three great necessities.

Write a list of all the plants that you can name.

Draw a line under each that is useful for *food*.

Draw two lines under each that is useful for *clothing*.

Draw three lines under each that is useful in making or furnishing our homes or shelter.

ELK.

Of what use are the plants that are not underlined? Are they beautiful? How dull the world would be without flowers!

We have:

1. Food plants.
2. Clothing plants.
3. Shelter plants.
4. Ornamental plants.

CHAPTER VIII

TRANSPORTATION AND COMMUNICATION

1

Think of the foods which you had on your dinner table yesterday. Where did each come from? How did it get here? Was there anything which came from right here in the city, and which did not have to take a long journey either to the factory where it was manufactured or to the store where it was sold?

Examine the clothing you are wearing. Of what material is each article made? Where did the materials come from? Where were they manufactured? Which had to come a long journey to Philadelphia?

Look around the school-room and name the materials which had to travel to Philadelphia before being ready for use.

Imagine trying to get our food, our clothing and our shelter materials right here in the city. How much could we be sure of having?

2

Perhaps you have seen products being brought into the city. You may have seen the milk trains unloading their many shining cans. Surely you

have seen the freight cars with their signs painted on the outside telling that they are refrigerator cars, or coal cars, or other kinds of cars. What do they carry?

Most of the things we need are brought here on trains. Where are our largest freight railroad stations? Where is the nearest station to our school?

Some products are brought from the country in wagons. You have seen the big hay wagons which have come a long way from some farm to bring food for the city horses.

CHINESE TRANSPORTATION.

How else are products brought? Coffee, rubber, pepper, chocolate and much silk are brought here from distant lands in ships. If you go to the wharves along the river you can see hundreds of busy men unloading the big steamers.

3

Ships and railroads carry not only foods but people, too. There are many ways of carrying people and products. These are some of the ways:

1. On the backs of animals, as horses, camels, elephants.
2. In wheelbarrows.
3. In wagons.
4. In automobiles.

TRANSPORTATION IN ARABIA.

5. In trolley cars.
6. In railroad trains.
7. On boats, or ships.
8. In sleighs.
9. On bicycles.
10. In airships.

In which of these ways have you traveled? Can you tell what power is used in each case?

In order to travel safely and quickly we need more than something in which to carry the people and products. We must have good wagon roads, well built railroads, tunnels through the mountains, and bridges over the rivers. Lighthouses are necessary to warn the vessels of the rocks at night or in the storms.

4

When people need things from a distance they cannot always go all the way to the place and bring

back the products or articles. It is quicker and easier to send messages asking for what is needed. How would your mother send an order to the butcher for meat if she did not wish to go for it? How could a farmer send a message to the city ordering new milk cans and strawberry boxes? How do messages come to your house?

In olden days the persons had to carry all of their messages for themselves or send them by other persons. The messenger would often run for miles without resting so as to deliver the letters as soon as possible. At last the people decided to give all of their letters to a postman who would ride on horseback from place to place with the mail. Stage-coaches were next used. It took a week for a coach to go as far as a train can go now in a few hours. Our mail is now carried from one city to another by trains or vessels, and then the letter carriers deliver it at our houses.

The quickest way to send a message is by cable, telegraph, telephone or wireless message. Over the electric wires or through the air the words are flashed for miles in a few minutes.

CHAPTER IX

PHYSIOGRAPHY OF THE CITY

SURFACE FEATURES OF PHILADELPHIA

1. Hill and plain.
2. River and island.
3. Peninsula.

1

HILL AND PLAIN

Some of the streets of our city are flat and level, but some slope like hills. Can you name a street which is level, and one that slants or slopes? Which street do you like best to walk on? Why? Do you prefer the level or the sloping street when roller-skating? Why? Which is best when you are coasting?

You have been to the park or country and noticed that some of the fields are nearly flat, while some lie on slopes or hills. We call the flat part of the land, whether in the city or country, a plain. The sloping part of the land forms a hill. Have we mostly hills or plains in Philadelphia?

2

Some plains and some hills are covered with trees. If you were in the woods, surrounded by trees, how

would you know whether you were on a plain or on a hill?

Some hills look very different from others. Some slope very gradually, while some are very steep. Some are in the city streets. Others are great fields of grass for cows to graze upon. Others are planted

HILLS AND VALLEYS.

with corn, wheat, rye or vegetables. There are also wooded hills covered with trees. How do we know that all of these are hills?

In the same way the plains vary greatly. While some have been made into city streets, others are great, flat, grassy fields with streams sometimes flow-

ing through them. Some plains are covered with forests. Others are planted with grain and vegetables. How do you know that these are plains when there are so many different kinds?

3

Look at the pictures and decide which show hills and which show plains.

THE DELAWARE RIVER.

Which is easier for a farmer to plough, a hill or a plain? Why?

If you were sent upon an errand would you choose to go by way of a hilly street or a level street? Which is the pleasantest place for a country summer house, upon a hill or upon a plain?

How must the farmer help his horses when pulling a heavy load up or down a hill?

4

RIVERS

Have you ever seen a river? What river flows past Philadelphia? What river flows right through Philadelphia? Which of these rivers have you seen? Where were you when you saw it? How did it look? What did you see along the banks? What did you see on the river? Did you see any ways of crossing the river?

5

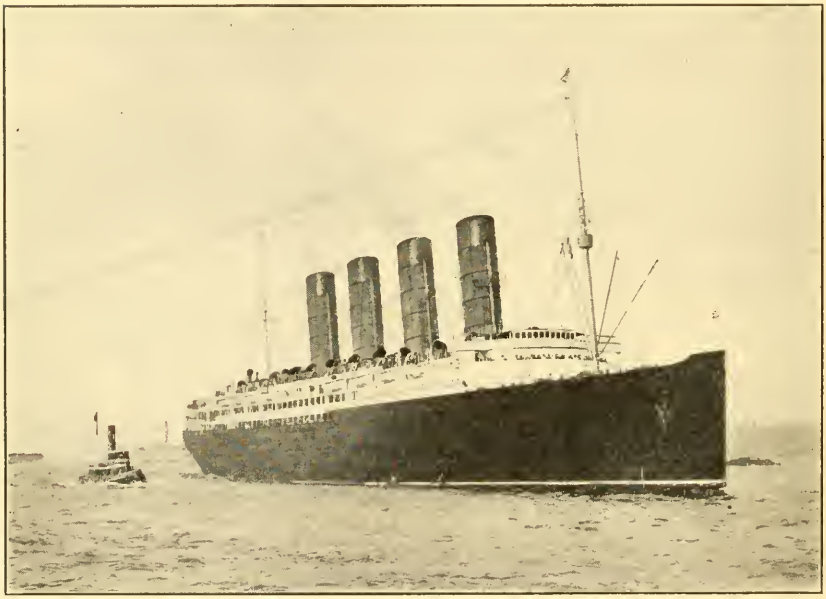
THE DELAWARE RIVER

If you go down to the eastern part of our city and stand on a wharf you can get a fine view of the Delaware River. You can see the water continually flowing swiftly toward the south, where it will soon reach the great ocean. All along the shores you will see wharves. It was all beautiful country along the banks of the river before men built the wharves. Could large vessels land then? Why not?

Watch the life on the river. There goes a great ferry-boat crowded with people on the way to Camden. They want to take trains for Atlantic City, Cape May and Wildwood. See that great steamer coming up the river! It has come from England, far across the great ocean. Those people crowding the decks have been on board for six days and nights. Some look very happy, for they are coming home to

their families and friends. Some look sad, for they have left their homes far behind them.

Down in the hold of the vessel are huge bags of mail. There are hundreds of great boxes, crates and trunks packed with linen, cloth, clothing and cutlery.



AN OCEAN STEAMSHIP.

(Copyright, 1911, William H. Rau, Philadelphia.)

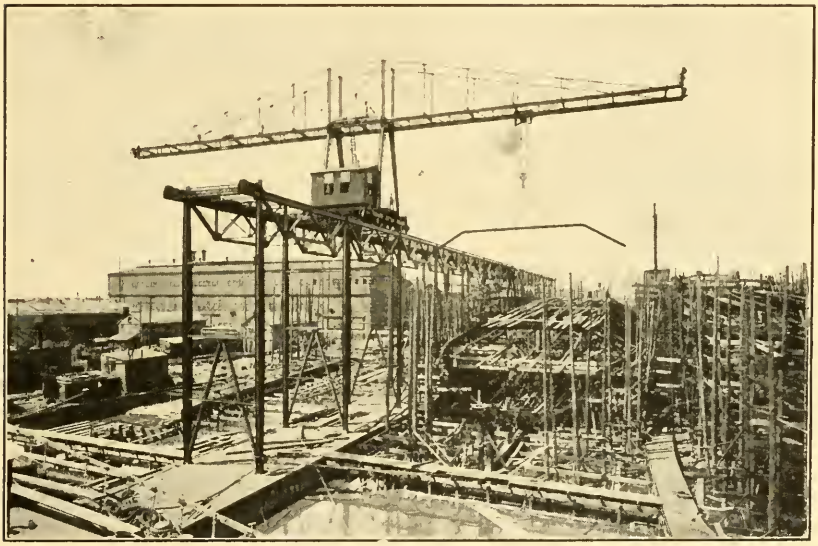
6

We can visit Cramps' shipyard which lies on the banks of the Delaware River. We shall see enormous vessels being built. Hundreds of workmen will be seen sawing, hammering and painting on the frame-

work of a big ship. From a distance they look as small as flies moving about on the great frame.

7

Many fine fish are caught in the river. Have you heard of Delaware shad?



CRAMPS' SHIPYARD.

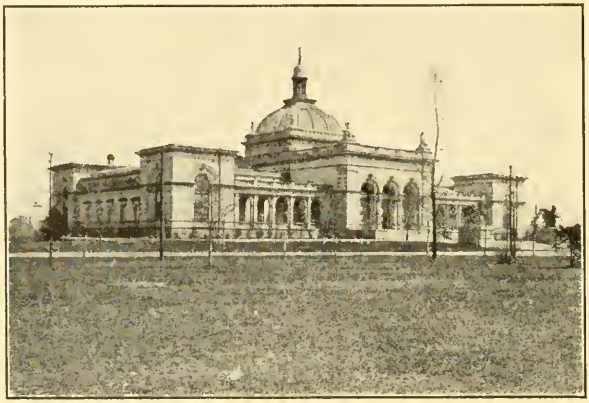
Do you think the Delaware River is useful to our city? In what ways does it help us?

8

THE SCHUYLKILL RIVER

Let us go to Fairmount Park and take a boat and row down the Schuylkill River. How beautiful the

park looks! See the grassy banks, the many fine trees, and the hills beyond. Now we are passing a piece of land which lies right out in the river with water all around it. We call it an island. It has grass and trees upon it. There is a bridge which stretches across the river from one bank to the other.



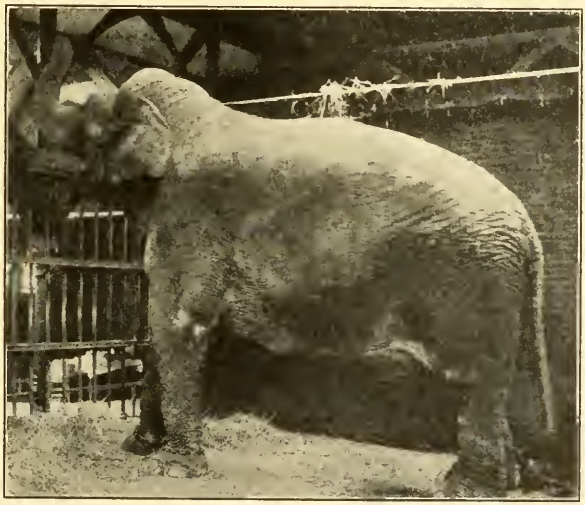
MEMORIAL HALL.

There on our right is another island. It is a strip of land lying out in the river.

Away up on the hill to the right we can just see the dome of Memorial Hall. We now pass under two more bridges. Up on the hill to the right we can see some of the buildings of the Zoological Gardens. On we go, past many other rowboats. Those pretty little buildings in a row, right along the water's edge on our left, are the boathouses. There is a long boat just starting out. See how swiftly it glides down the sloping boards into the water! How beautifully the six oarsmen row, keeping exact time with each other on each stroke of the oars!

9

There are several pumping stations along the river. Let us land and go into one of these buildings. See the great shining wheels and pumps. The engines are working day and night to send the water through great pipes under the streets up into the city buildings.



ELEPHANT IN THE "ZOO."

The water that runs in your bathroom comes out of the Schuylkill River. When you take a drink in our school yard, you are swallowing some of the Schuylkill River water. These great water-works pump millions of gallons of water each day into the homes, schools, mills and factories. For what purpose do we use this water?

10

Plants need more than good soil to make them grow. They will wither and die unless they have plenty of rain to keep the soil soft and moist. There are many places in the world where no trees, nor grass, nor plants of any kind can grow. This is because there is no water to wet the earth.

We all know that clouds bring the rain; but how do the clouds get the water? Whenever there is water on the earth, as in the rivers, the air is continually drawing up the moisture in tiny invisible drops. This moisture rises in the air and forms clouds. When the clouds get very heavy, down comes the water which we call rain. In cold weather it often falls as snow.

Where there are no rivers there can be no rain, for the air cannot draw up moisture to form clouds. Where there are rivers there is plenty of rain and the soil is kept fertile. Plants will grow in it. Do you see how our food, our clothing and our shelter are dependent upon rainfall? Do you see how we are kept alive by rivers?

11

Think of the many, many uses of rivers. There are thousands of useful rivers in the world.

What are the three great necessities of human life?

How do rivers help us to get food and clothing, and to build our homes and make them comfortable?

12

SOME USES OF RIVERS

1. Water supply; washing and drinking.
2. Water power; flour, textile and planing mills.
3. Commerce; transportation.
4. Life; fish, plants.
5. Fertility of soil, rainfall.
6. Beauty of scenery.

13

Look at the map of Philadelphia. Find the lines that represent the Delaware River and the Schuylkill River. Notice how the rivers bend. See the bridges. Find Fairmount Park. Find Cramps' Shipyard.

14

ISLANDS

Do you remember as we rowed down the Schuylkill River we saw some large portions of land lying right out in the river? The water lay around them on all sides. We call such portions of land islands. If you were standing on the shore and wanted to get to an island in the river, how could you do it? If you had no boat, you might swim across the water. Sometimes a bridge connects an island with the main land.

What was on the island we saw? Some islands are no larger than this room. Others are so large that it would take days to travel around them. Whether

they are large or small they all have water entirely around them.

Some of us have been to a large island that has been built up into a city. Who has visited Atlantic City? Why did the train have to go over a bridge before we arrived in the city? New York City forms

PART OF A ROCKY ISLAND.

another island. You can take a boat and go completely around it.

Look at the map of Philadelphia and see if you could go in a boat completely around our city. At what part would the boat not be able to pass? Why not?

Philadelphia is not an island, for the water is not

entirely around it; but it is nearly an island. The word "peninsula" means "nearly an island." Why is Philadelphia a peninsula?

Look at the pictures of islands and see how many kinds you can see.

Find an island that is all wooded. Find one that has fields. Find one that is rocky and steep and one that is level and built into a city.

Some islands are so large as to have many cities built upon them, and there are many farms and much woods beside on the same islands. Some have many rivers flowing through them.

If you were on a large island how could you prove that it was an island? If you wanted to leave it how could you do so? Look at the map of Philadelphia and find the islands in the river.

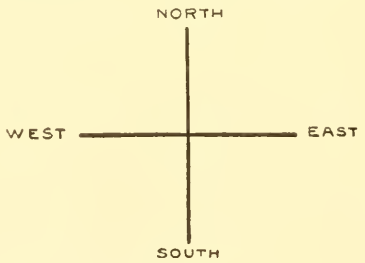
CHAPTER X

DIRECTION

A LESSON IN THE SCHOOL YARD AT NOON TIME

Face the sun. We are facing the south. Does the sun always lie south of us? Where was it early this morning when it arose? That was east. Where will it be at sunset? That is west. Move your hand to show the sun's daily journey from east to south to west. The sun is south of us only at noon time.

Face your shadow. Now the sun is behind you.



What direction is back of you? You are facing north. Look at the shadows of the school, of the fence, of the pole, and of all the other children. They are all falling to the north. Can you make your shadow fall east or west or south? Why not? When only will shadows fall north? Can you think of any time when the shadows would fall east or west? Could they ever fall south? Why not?

2

Draw this diagram on the yard pavement, and mark the parts that are north, south, east and west. Stand at the middle of the cross. Face north. What is behind you? What direction is at your right side and which is at your left side? Learn these words:

"When I face the north the south is behind me; the east is at my right hand and the west is at my left hand."

If you pass a weather vane on your way home, see if you can read the letters on it and find out what they mean.

3

With soft chalk draw a line on your desk with one end toward the north and one end toward the south. Mark N for north and S for south. Draw a line across the middle of it, and mark E for east and W for west.

What is north of you, south of you, east of you and west of you?

In what direction from you is your teacher's desk?

On what side of you are the blackboards? On which side are the windows?

Walk toward the north, toward the east, toward the south, toward the west.

Which boy or girl is north of you? Which pupil is west of you?

What is south of your room? What is east of it?

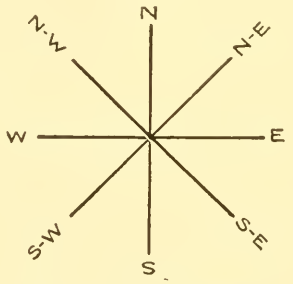
On what side of your room is the corridor? On

which side is the street? On which side is the school yard?

What is north of your teacher's desk? What is south of your teacher's chair? What is west of the table? What is east of the aquarium?

4

Draw a plan of your desk. Mark north, south, east and west upon it. Hang it up with north at the top. Draw a plan of your schoolroom. Mark the



POINTS OF THE COMPASS.

north, south, east and west. Hang up the plan with north at the top.

Look at the plan of the city. We call it a map. North is at the top. Find the Delaware and Schuylkill Rivers. At which side of the city are they?

Look at a plan of the entire school floor with all of the rooms and the corridor. How shall we hang it?

5

Men have made plans of the city, the country, and the whole world. These plans which show the land

and water are called maps. On all maps north is usually at the top.

Look at the map of the whole world. How can you tell which part means land and which means water? What direction is at the top of the map, at the bottom, at the right side, and at the left side?

6

See where we find the north-east, south-east, south-west and north-west.

PART TWO

CHAPTER I

THE EARTH AS A WHOLE

1

Long ago wise men found out that the great earth on which we live is not flat, but round like a ball. It

is so very large, and we see so small a part of it at one time, that it looks flat to us. Take a piece of paper and tear out a small hole. Hold the hole over your

globe so that a small part of the surface shows through. Does the small piece of the globe look very curved?

These men noticed ships sailing away across the water. When the ships were far away the lower part of the boat could not be seen. More and more disappeared till only the tops of the masts could be seen; and at last they were gone too. If you make a little paper boat and let it sail flat across your desk and then try it over the globe, you can see how this proves that the earth is not flat.

Did you ever see an eclipse of the moon? The big round shadow was the earth's shadow. Why was the shadow round?

A globe shows the shape of the earth.

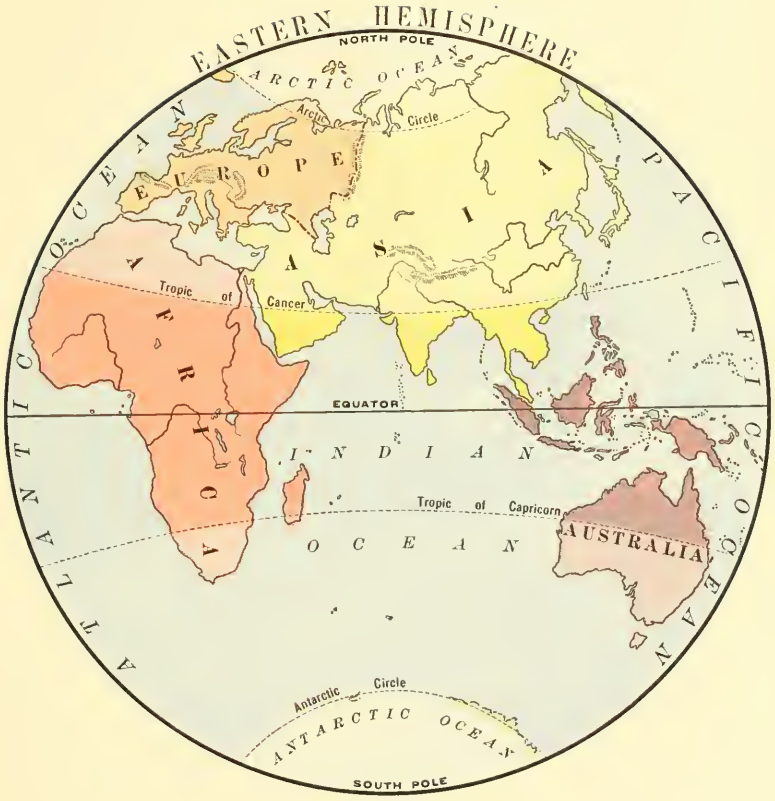
2

Look at all of the globes and maps in the room. Find how the land and the water are shown. Can you see any islands, any peninsulas? A tiny dot may mean the whole of Philadelphia. Do you remember how we looked down on Philadelphia from a great height and saw the thousands of houses? Just think of this tiny dot meaning all of our city.

3

How are the rivers drawn? Think of the great wide flowing Delaware River with its wharves and its boats. It comes from miles north of Philadel-

WESTERN HEMISPHERE
NORTH POLE
ARCTIC OCEAN
Arctic Circle
NORTH AMERICA
UNITED STATES
ATLANTIC OCEAN
PACIFIC OCEAN
Tropic of Cancer
EQUATOR
SOUTH AMERICA
Tropic of Capricorn
Antarctic Circle
ANTARCTIC OCEAN
SOUTH POLE


EASTERN HEMISPHERE
NORTH POLE
ARCTIC OCEAN
Arctic Circle
EUROPE
ASIA
ATLANTIC OCEAN
PACIFIC OCEAN
Tropic of Cancer
AFRICA
EQUATOR
INDIAN
OCEAN
Tropic of Capricorn
AUSTRALIA
Antarctic Circle
ANTARCTIC OCEAN
SOUTH POLE

phia, and flows on miles south of Philadelphia. This little black line means all of that great broad river.

Why do we have such tiny things to represent such great things?

See this land called North America. It would take five days and nights in a fast express train to travel straight across it.

4

We can cut the globe in half and make a flat map of the two parts side by side.

Another name for the globe is sphere. "Hemi" means "half," so each half of the globe is called a "hemisphere."

One half is called the Eastern Hemisphere and the other half the Western Hemisphere.

In the Western Hemisphere we have the Western Continent, which is America. This Western Continent is made of two grand divisions, North America and South America. Why are they so named? We live in North America. Find Philadelphia and the Delaware River. North America was joined to South America by a narrow strip of land called the *Isthmus of Panama*. Look at the map and think why millions of dollars have been spent through many years to cut through this isthmus. Now vessels can pass through this Panama Canal.

Look at the map of the Western Hemisphere and notice what it contains besides the Western Continent of America. There is more water than land. This water forms the great oceans.

Perhaps you have been to Atlantic City and seen the Atlantic Ocean. Do you remember the big waves which rolled in on the sandy beach and the pretty white caps far out? Did you see the big nets drawn in full of hundreds of fish? Perhaps you bathed in the ocean and got your mouth full of water. It did not taste like the water we drink, for it was salty. All of the water of the ocean is salt water, but the water of rivers is fresh.

The oceans are very large. It would take us five or six days and nights on a great steamer to cross to the other side of the Atlantic Ocean. In what direction would we go?

5

On the western side of America there is another great ocean, the Pacific Ocean. It has salt water like the Atlantic Ocean, and it also is constantly in motion with great waves.

North of North America, in the intensely cold region, is the Arctic Ocean. Great masses of ice called icebergs and ice floes are floating through this ocean.

Far south of South America is the Antarctic Ocean. It does not touch South America. It too is in the cold part of the world.

6

Do you know of any people who came here from England, Ireland, France, Germany, Italy or Russia? Their homes were in the Eastern Hemisphere. The Eastern Hemisphere has a great mass of land called the Eastern Continent. The Eastern Continent is composed of three grand divisions, Europe, Asia and Africa.

Find the great island named Australia. That is sometimes called the Australian Continent because it is so large.

7

The same oceans which are in the Western Hemisphere extend into the Eastern Hemisphere. Can you name them? The Eastern Hemisphere also contains the Indian Ocean, which is not in the Western Hemisphere.

8

1. How can people go from North America to Europe?

2. How do the Chinese, whose home is in Asia, come to America?

3. Nearly all of the rubber which we use for automobile tires, overshoes, erasers, and hundreds of other articles comes from South America. Over what ocean does it come?

4. On what ocean did Peary sail on his journey to the North Pole?

5. When Amundsen searched for the South Pole, he started from an island near Australia. On what oceans did he sail?

6. When the first negroes were brought here from Africa over what ocean did they come?

7. What ocean trip is shortest from Africa to Asia?

8. Of what use is the ocean?

9. Which ocean can we reach most quickly from Philadelphia? How long would it take us to get there?

10. How long would it take us to reach the Pacific Ocean?

"Behold the sea, * * * splendid and strong, yet beautiful as the rose or the rainbow; full of food, nourisher of man, purger of the world, creating a sweet climate."—*Emerson.*

CHAPTER II

THE SEASONS

1

What kind of weather are we having now? What kind will we have in July, in December, in April, in October?

What do we call the warm season? What is the cold season? What are the mild seasons? How many seasons have we?

2

What kind of clothing do we need in winter?

What work in your home is different in winter from what is done in summer? What season gives the school janitor most work? Why?

If you have been to the park in winter you have seen how different it looks from the way it does in summer time. Tell how. In what ways do the city streets differ in winter and in summer?

Name some winter and some summer sports and games.

There are certain kinds of industries which can be engaged in only in summer and some only in winter. Decide which of the following are summer and which

are winter industries, and which require work in more than one season:

Ice cutting	Building
Farming	Preserving
Lumbering	Fishing

3

What season do we have when the warm summer is over, and before the cold winter has set in? How do the city streets look then? How do you think the farm looks then?

Autumn or fall is a busy time on the farm. The last of the vegetables must be taken in and stored away for the winter. The ripe apples and nuts must be gathered too. The corn is brought in from the fields and stored in the barns for the winter food of the farm animals.

4

After the long cold winter is over the days grow gradually milder and warmer until spring has come. Are you glad when spring comes? Why?

In your schoolroom you can tell when spring is here. How pleasant the air feels as it blows in through the window! It seems to kiss us with its warm breath. You can hear the birds chirping as if they were happy. Perhaps a bee will buzz into the room. Many of the children will bring to school the dainty little spring

flowers, anemones, blood root, hepatica, violets and buttercups.

Out in the country all nature is busy. The tree buds are swelling and bursting. The grass and flowers are springing up. The birds are building their nests. The farmer is ploughing and planting his fields.

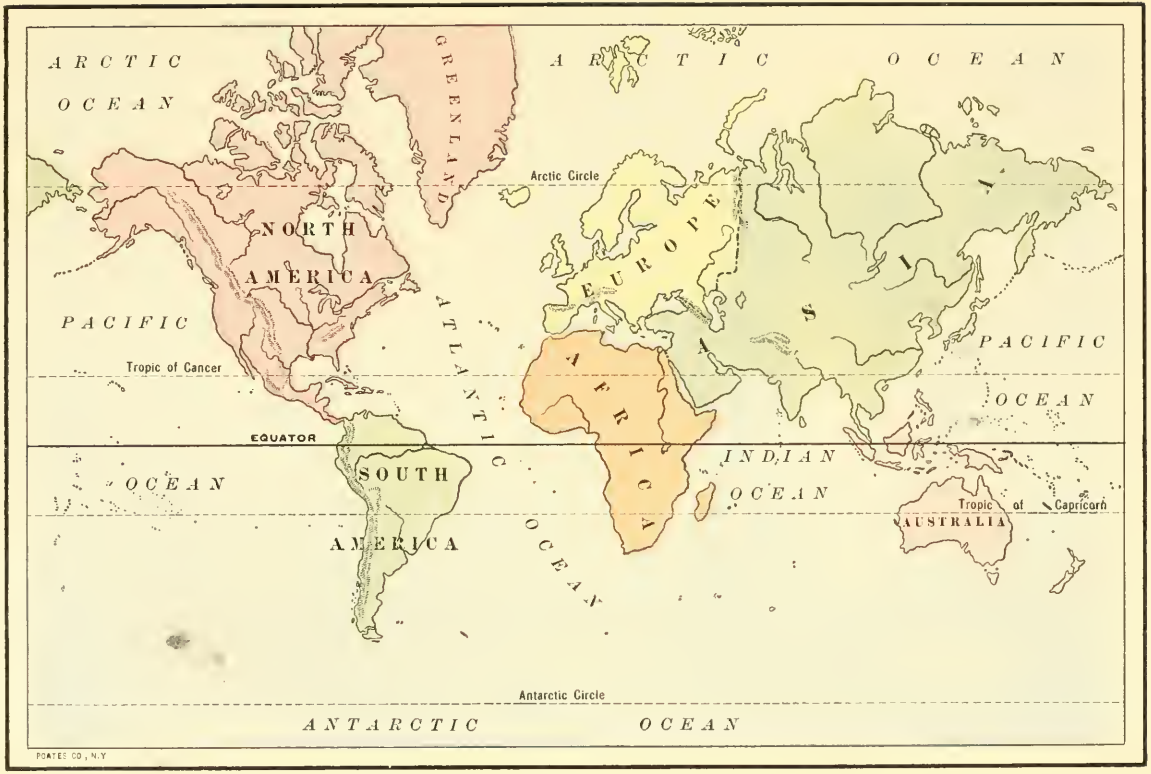
CHAPTER III

THE ZONES

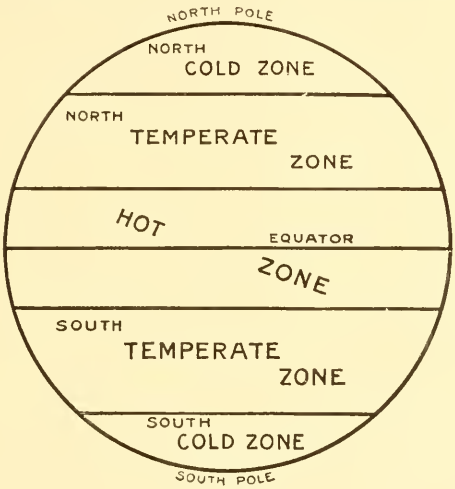
1

All parts of the earth do not have seasons such as we have. If we should travel north we should find the climate growing colder and colder. After a long time we should come to a region of intense cold. The ground would be covered with ice and snow all the year through, both winter and summer. This most northern part of the earth is called the North Pole. The region around it is the North Frigid Zone. There is a South Pole and a South Frigid Zone as cold as the northern one. You can see where they are on the diagram.

If we start from Philadelphia on a trip south we find it constantly growing warmer. At last we come to a place where it is extremely warm in both summer and winter. That region is called the Torrid Zone because "torrid" means "hot." This hot zone extends right around the middle part of the earth. The very hottest part through the middle is the Equator. Notice on the drawing that we live in a zone between the very cold region, or Frigid Zone, and the very warm region, or Torrid Zone. Our zone is called the North Temperate Zone. We have here spring, summer,


ARCTIC OCEAN
GREENLAND
ARCTIC OCEAN
Arctic Circle
NORTH AMERICA
EUROPE
ASIA
PACIFIC
ATLANTIC
Tropic of Cancer
PACIFIC OCEAN
EQUATOR
AFRICA
INDIAN OCEAN
SOUTH AMERICA
Tropic of Capricorn
AUSTRALIA
Antarctic Circle
ANTARCTIC OCEAN

autumn and winter. Our weather is seldom so cold as in the Frigid Zones, nor so warm as in the Torrid Zone. Our spring and autumn are mild or temperate.



THE ZONES.

Find the South Temperate Zone. Its climate is just like ours. What seasons do they have there? What zone lies north of it and which south of it?

Copy the diagram of the zones in your note-book.

2

THE TEMPERATE ZONE—OUR ZONE

Most of the people of the world live in one of the Temperate Zones, and most of the great cities are in these zones. People can work better here where we do not have either intensely hot nor intensely cold weather all of the time. There are two Temperate

Zones, the North Temperate Zone and the South Temperate Zone. In which do we live?

Some plants grow best in the Temperate Zones, while others live best in the Torrid Zone. Scarcely any grow in the Frigid Zones. Name all the plants you can think of that live in our zone. These plants grow during the summer and rest or die when winter comes.

SOME PLANTS OF THE TEMPERATE ZONES

Poplar	Fruit trees
Maple	Wheat
Chestnut	Corn
Oak	Cotton
Walnut	Farm vegetables
Pine	Familiar garden plants

None of these plants can grow well in either the intense cold of the Frigid Zones or the great heat of the Torrid Zone.

3

Many animals live better in our zone than in any other zone. They need temperate climate.

SOME ANIMALS OF THE TEMPERATE ZONES

Horse	Squirrel
Cow	Bear
Sheep	Wolf
Pig	Rabbit

Cat	Fox
Dog	Deer
Zebra	Buffalo
Giraffe	Goat

Which are domestic and which are wild animals? Describe each and tell how it is useful to man.

ZEBRA.

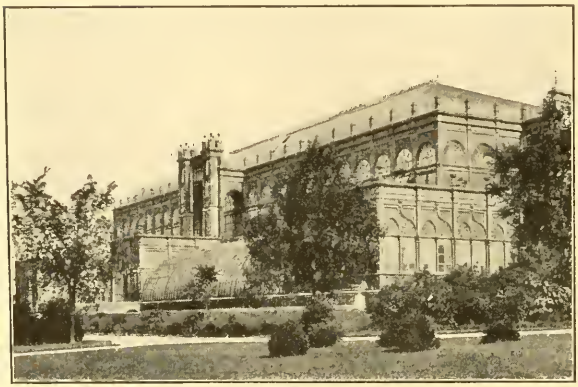
4

THE HOT ZONE

If we take a long trip to the south we find it growing warmer and warmer until at last we have reached a land where it is warm all the year through. This is the Torrid Zone.

The plants do not rest nor die in winter there, for there is no cold weather. These plants keep right on growing through the year. Many of the trees grow very, very high and have tremendous leaves.

In Horticultural Hall the temperature is kept as warm as in the Torrid Zone, so that the Hot Zone plants will grow there. You can see these plants there:



HORTICULTURAL HALL.

Palm
Rubber
Giant ferns
Coffee
Bamboo
Banana

In the forests of the Hot Zone the trees grow very high and close together. The sunlight cannot shine through the dense masses of leaves. There are great quantities of bushes and vines growing all around the tree trunks. It is impossible to walk through these forests without first chopping out a pathway with a hatchet.

5

In these forests live many of the fierce animals which you have seen in cages in the Zoological Gardens.

SOME ANIMALS OF THE TORRID ZONE

Monkey
Camel
Elephant
Snake

Lion	Parrot
Tiger	Rhinoceros
Leopard	Wild Cat

Describe these and tell of what use they are.

A TROPICAL JUNGLE.

Why are some of the buildings in the Zoological Gardens so warm?

6

The Torrid Zone was the first home of the negroes before they were brought to America. There are many

negroes and Indians living in the Hot Zone now. Many are but half-civilized. Some are savage. As they do not need large warm homes like ours, some live in small huts made of the branches of trees, earth and straw. A few of these homes together make a village. These people get their food by hunting in the forest and fishing in the rivers and ocean. They also eat the fruits that grow wild in the forests. There are some cities in the Torrid Zone, but none so large as Philadelphia. These cities have been built mostly by the civilized white people. The streets are often shaded with beautiful palm trees. The buildings are generally small, as the people live and work out of doors as much as possible.

7

WHAT THE TEMPERATE AND TORRID ZONES DO FOR EACH OTHER

The people living in the Torrid Zone send to us Temperate Zone people many useful things that do not grow here. These are some of them:

Cocoanuts	Chocolate
Bananas	Pepper
Coffee	Palm leaves
Rubber	Mahogany

In return the Temperate Zone people send to the Torrid Zone inhabitants things that they do not have. In the Hot Zone there are no large factories in which to manufacture goods, so we send there:

Farm tools	Guns
Woven goods	Knives
Books	Clothing

8

THE COLD ZONES

At the most northern part of the earth and at the most southern part are regions of intense cold. The

AN ESKIMO FAMILY.

earth is entirely covered with ice and snow all of the year. The water is filled with masses of floating ice and snow. Our coldest winter days are not nearly so cold as the climate of the North and South Frigid

Zones. It is even hard to tell which is land and which is water.

Of course no trees, nor grass, nor plants, nor animals, nor people of any kind can live in that intense cold. At the parts near the Temperate Zones, where it is slightly warmer, there are some very small dwarfed trees not more than a foot or two high, and perhaps a little moss. It is here that the Eskimos live; but most of the North Frigid Zone and the South Frigid Zone is a stretch of frozen whiteness on all sides, with no living thing of any kind. During the summer the sun never sets, so that there is twilight all night. In winter the sun never rises above the horizon, so there are months of darkness.

ESKIMO BOY.

These frozen lands are the regions through which so many brave explorers have traveled trying to find the most northern part called the North Pole, and the most southern part, the South Pole. Many of these

fearless men have never returned from the Frigid Zones. They have starved or been frozen to death.

At last, after trying for twenty-seven years, Robert E. Peary, an American, reached the North Pole on April 6, 1909. All Americans are very proud of this brave, determined, fearless man, who would not stop until he had done what he set out to do.

Roald Amundsen, a brave Norwegian, reached the South Pole on December 14, 1911, after suffering many hardships.

9

Peary has written a book in which he tells about his travels. Up in the north he met the Eskimos, who belong to the Indian family. They live in snow houses in the winter. In summer, which is also very cold, they live in skin tents. These Eskimos dress in warm furs. They have no schools nor churches, but they are a kind and peaceful people. They were very good to the white explorers in the north.

The Eskimo travels mostly on foot, but carries loads on sledges drawn by dogs. The Eskimo's dogs are his best friends. Without them he could not manage to carry home the animals he kills for food and clothing. He also uses boats which he makes of skins.

Many of the Frigid Zone animals are covered with heavy fur. Why?

SOME FRIGID ZONE ANIMALS

Dog	Polar Bear	Seal
Reindeer	Whale	Penguin

10

WHAT THE FRIGID AND TEMPERATE ZONES DO FOR EACH OTHER

Men go to the Frigid Zones and catch seals and other animals and bring back the skins for the Temperate Zone people.

The whale, which lives in the ocean of the Frigid Zone, is also very useful. From it we get the whalebone, oil and also a fertilizer to help our farm crops to grow. Great quantities of whale meat are eaten by some people of the Temperate Zones.

The Eskimos of the Frigid Zone are glad to have from the Temperate Zones manufactured articles like pans, knives and guns.

11

1. What kinds of people did you see in the lantern exhibition?

2. Why are the Temperate Zone people more civilized than the Frigid Zone people?

3. Name some animals of each zone.

4. In which zones is it best to live? Why?

5. As you sit at your desk point toward the North Pole, toward the South Frigid Zone, the North Frigid Zone, the South Temperate Zone, the Equator, the South Pole, the Torrid Zone.

CHAPTER IV

NORTH AMERICA

1

Find Philadelphia on the map of North America. Locate it on all of our maps and globes.

North America is a very large portion of land. You could sail along its shores for thousands of miles. At its widest part you could not cross it in a fast express train in less than five days and nights. There are thousands of cities in this great grand division, for there are millions of people here. Most of them are white or Caucasian. There are also many Indians, Negroes, Eskimos and Mongolians.

Much of the land is dense forest, and much is fertile farm land. A small part has so few rivers and such a scarcity of rainfall that the land is dry and arid. Little grows upon it but coarse grass and cactus. This region is called a *desert.*

2

North America stretches far up north into the North Frigid Zone and far south into the Torrid Zone, but most of it lies in the North Temperate Zone. What plants and animals live in North America? It is separated from Asia by a narrow strip of water called Behring Strait. How did North America used to be

connected with South America? Why is the separation called a canal and not an isthmus?

3

Three great oceans wash the shores of North America. Name them. The coast line is very irregular. Notice on the map that at places part of the ocean extends far into the land, forming *gulfs* and *bays*. Hudson Bay, Gulf of Mexico and Gulf of St. Lawrence are all parts of which ocean?

ATLANTIC CITY LIGHTHOUSE.

The waves are not so high in the bays and gulfs as in the open ocean. The land keeps off some of the wind. Vessels that are waiting to be laden with cargo lie in these sheltered gulfs and bays. Why?

At many places along the shore the land juts out into the ocean in *capes*. Many of these points of land have special names. Look on the map for them. There are light houses built on most of these capes to warn the ships in the dark and in the storms to keep away from the dangerous rocks and shore. A cape is often a pleasant place for a summer home. There is so much water around it that the sea breezes sweep across it and make it delightfully cool.

4

Do you remember the great Delaware River with its many boats and steamers? There are hundreds of rivers in North America flowing for miles, until at last they reach the ocean.

5

There are many high hills, some so very high as to be called *mountains*. There is a chain of these mountains called the Eastern Highlands along the eastern part of North America. They extend for many miles north and south. The scenery in this region is very beautiful. The mountains are covered mostly with forests of pine, spruce, oak, maple, chestnut and other trees. These are cut down for lumber. In the wilder parts of these forests live squirrels, rabbits, bears and snakes. At places the trees have been cut down to make room for fields of grain.

SURFACE MAP OF NORTH AMERICA.

The mountains are full of useful minerals. Great quantities of coal and iron are mined in the Eastern Highlands.

6

The highest mountains in North America are the Western Highlands in the western part. One great chain or range extends the entire length of North America from the Arctic Ocean down into South America. Great forests grow on these mountains. In some places are huge masses of rock on which nothing grows, so this range has been called the Rocky Mountains. It is always bitter cold at the top of some of these mountains because they reach so high. Even in summer they are capped with snow. Nowhere in the world can more magnificent scenery be found.

West of the Rocky Mountains is the Pacific Mountain System.

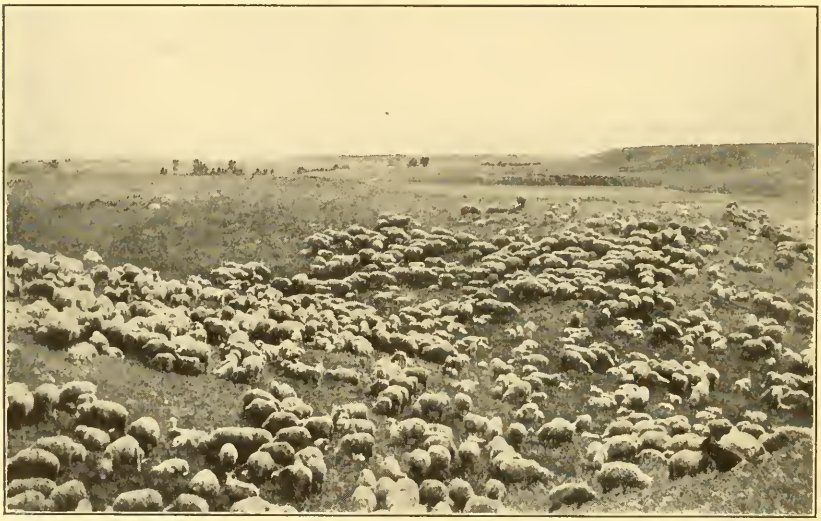
Gold and silver are mined in the Western Highlands. In the wild parts of the forests, where no people live, deer, wolves and bears may be found.

7

The low land between the mountains we call *plains* or *valleys*. There is a Great Central Plain which reaches from the Eastern Highlands to the Western Highlands. There are many rivers in this valley. The Mississippi and the Missouri Rivers are the largest.

8

You remember how rivers make rainfall and fertile soil. The Great Central Plain has some of the best farm land in the world. In the northern cold part hardly anything grows, but in the central part great quantities of corn, grain, fruits and vegetables are



SHEEP ON THE PLAINS.

raised. In the south the plantations or farms raise sugar cane, cotton, tobacco, rice and coffee.

On the western plains great herds of thousands of sheep and cattle are raised.

In the Great Central Plain are hundreds of cities where the farm products are sold. Here, too, the farmers buy the farm tools and machinery which they

need. In the cities the wheat is ground into flour and the logs from the forests are sawed into planks or made into furniture.

9

East of the central part of the Great Central Plain are five of the largest lakes in the world. When you are in a boat in the middle of any one of them you cannot see the land on any side. They are called the Great Lakes. Their names are Superior, Michigan, Huron, Erie and Ontario. They are all joined together, and from the last a large river runs into the Gulf of St. Lawrence. It has the same name as the gulf.

There are many other smaller lakes in North America where the land is low and the water from the rivers and streams fills up the hollows. All but the Great Salt Lake have fresh water like the rivers.

Of what use are lakes?

CHAPTER V

COUNTRIES OF NORTH AMERICA

1

North America contains several different countries. Each is under a separate government. These countries are United States, British America, Danish America, Mexico and Central America. Each country has its own ruler and its own laws. Each has a special flag and its own kind of money and postage stamps.

2

THE UNITED STATES

We live in the best one of these countries, for we have the best ways of obtaining our food, our clothing and our shelter. Our climate is good, for we are in the North Temperate Zone. Our soil is very fertile. The Great Central Plain of North America passes through the central part of the United States. We raise fruits, vegetables, corn, wheat, rice and sugar for food. We have immense farms for raising cows and sheep too. Our clothing is supplied by the thousands of sheep we raise and from the cotton we grow here. The Western and Eastern Highlands pass through our country.

We have a great quantity of lumber, stone, coal and iron for making our comfortable homes. In what

NORTH POLE
ARCTIC OCEAN
ASIA
BERING SEA
Bering Str.
C. Washington
GREENLAND
Baffin Bay
Arctic Circle
Davis Strait
C. Farewell
ICELAND
Yukon R.
Mackenzie R.
MAGNETIC POLE
Great Bear L.
BAFFIN LAND
Great Slave L.
Athabasca
Reindeer L.
HUDSON BAY
LABRADOR
NEWFOUNDLAND
C. Race
G. of St. Lawrence
NOVA SCOTIA
C. Sable
Boston
C. Cod
New York
Philadelphia
WASHINGTON
C. Hatteras
Lake Winnipeg
Lake Michigan
Chicago
Huron
Ontario
L. Erie
OTTAWA
Superior
Missouri
Ohio
St. Louis
Arkansas R.
Mississippi R.
Appalachian Mts.
New Orleans
Great Central Plain
Colorado R.
Rio Grande
Cascade Range
Sierra Nevada
VANCOUVER I.
Columbia R.
C. Mendocino
San Francisco
LOWER CALIFORNIA
Gulf of California
C. San Lucas
Tropic of Cancer
MEXICO
GULF OF MEXICO
FLORIDA
C. Sable
Florida Str.
BAHAMA IS.
WEST INDIES
HAVANA
CUBA
JAMAICA
HAITI
SANTO DOMINGO
PORTO RICO
CARIBBEAN SEA
YUCATAN
CENTRAL AMERICA
L. Nicaragua
Isthmus of Panama
PACIFIC OCEAN
ATLANTIC OCEAN
SOUTH AMERICA
EQUATOR
NORTH AMERICA
SCALE OF MILES
0 200 400 600 800
POATES CO., N.Y.

part of the country is each of these products obtained? Why? Right in our own United States is found nearly everything that is necessary to make us comfortable and happy.

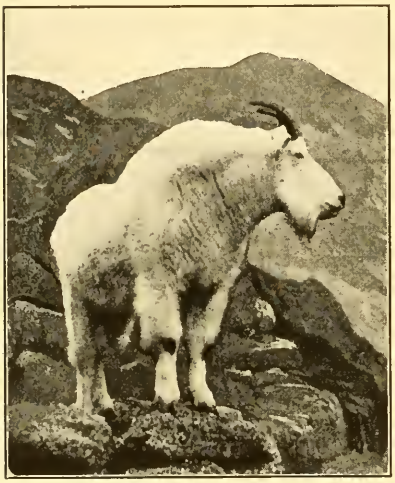
COTTON FIELD.

We have hundreds of cities with homes, factories, schools, hospitals and churches. Over every public building floats our beautiful flag, the Stars and Stripes.

Our laws are made in the capital, which is named Washington, after George Washington, our first president. Find Washington on the map. It is not far from Philadelphia. We can go there in four hours.

It is a beautiful city. The Capitol building is one of the finest in the world. The President of the United States lives in the White House.

Alaska, in the north-west, and the island of Porto Rico, in the south-east, belong to the United States. We own other islands in other parts of the world.



MOUNTAIN GOAT.

3

British America is our next neighbor on the north. It includes all of the Dominion of Canada and the Island of Newfoundland. It belongs to England or Great Britain in Europe.

The Great Central Plain and the Western Highlands pass through it, and yet it is not a rich country with many people like the United States. Can you tell why?

There are large crops of fruit and grain in the southern part only of British America. In this part only are there any large cities. The few people in the northern part go there to hunt the animals for furs and to find gold. Many whales live in the cold waters of the Atlantic Ocean and Hudson Bay. Are they of use to man?

4

Danish America is the name given to the two islands Greenland and Iceland, because they belong to Denmark, a country of Europe.

Greenland lies in which zones? What kind of climate has it? A few white people and some Eskimos live in the southern part. The northern part has no life at all.

What do you know of the people, the plants and the animals of this region?

In what zone is Iceland? Why is the climate very cold? Many fish are caught in the ocean around Iceland. The people on the island are able to raise little but grass to feed their sheep and cattle.

There are many mountains in Iceland. Some of them send out steam and melted rock and are called *volcanoes.*

5

Mexico is our southern neighbor. This country has a president and a government somewhat like ours.

Both Indians and white people live in Mexico. The climate is so warm in the valleys that the people living there cannot work so hard as they do in the United States. So they do not have large factories and many fine schools, hospitals and libraries as we have. Why do they not build these on the mountains where the climate is pleasant?

They have large plantations where they raise

rubber, sugar, cotton, coffee, tobacco and fruit and many cattle.

The great Western Highlands extend down through Mexico, and silver, copper and coal are mined in them. Some of these mountains are volcanoes. What does this mean?

6

Central America is still warmer than Mexico. It is entirely in what zone? The plants and animals are much like those of Mexico.

7

The West Indies consist of many islands. The largest are Cuba, Haiti, Jamaica and Porto Rico. Which belongs to the United States? These islands have a warm climate. What do you think is raised on the plantations by the white people and negroes?

The West Indies separate a part of the ocean from the main Atlantic Ocean. This smaller part is called the *Caribbean Sea*. Notice what countries it touches.

CHAPTER VI

TRIPS

1

Suppose you were to sail from Philadelphia to Iceland.

1. What would you take with you that the people would be glad to get?

2. What kind of clothing would you need for the trip?

3. Over what water would you sail?

4. In what direction would you go?

5. What countries would you pass?

6. How could you tell when you were getting near Iceland?

7. What would you see in Iceland?

8. Could you bring back to the people at home anything useful?

2

Let us go to visit the Panama Canal, keeping our vessel close to the shore all the way.

1. What clothing shall we need? Why?

2. What countries shall we pass? What islands, peninsulas and capes?

3. On what water shall we sail?

4. What would the people be glad to have from Philadelphia?

5. Where could we stop to get some coffee, rubber and bananas to bring back?

3

Plan a trip along the Pacific Ocean.

1. Where will you start?

2. Where will you go?

3. What will you see at the place from which you start and at the end of the trip?

4. What interesting places will you pass?

4

Let us cross our country by train from Philadelphia to the Pacific Coast.

1. How long shall we be on the train?

2. Describe the scenery as we go west.

3. What rivers shall we cross?

4. What kinds of industries could we visit on the way across?

5

How far can a boat sail if it starts in the Gulf of St. Lawrence to go as far west as possible?

6

A trip up the Mississippi River.

1. How would the climate change?

2. What name is given to this part of the land through which the river flows?

3. What scenes could we expect to see on the shores of the river?

4. What products would the boats we pass be carrying?

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